.2.1996-520
.2
University of Alberta Library
0 1620 3681874 6

Career & Technology Studies

Learning Facilitator's Manual

Introduction to Financial Management FIN 101

Distance Learning

Alberta EDUCATION

Introduction to Financial Management (FIN 101)

LEARNING FACILITATOR'S MANUAL

Distance Learning

Alberta EDUCATION

NOTE: This Introduction to Financial Management Learning Facilitator's Manual contains answers to teacher-assessed assignments and the final test; therefore, it should be kept secure by the teacher. Students should not have access to these assignments or the final test until they are assigned in a supervised situation. The answers should be stored securely by the teacher at all times.

This document is intended for	
Students	
Teachers (Introduction to Financial Mgmt.)	✓
Administrators	
Parents	
General Public	
Other	

Introduction to Financial Management (FIN 101)
Learning Facilitator's Manual
Alberta Distance Learning Centre
ISBN 0-7741-1210-7

ALL RIGHTS RESERVED

Copyright © 1995, the Crown in Right of Alberta, as represented by the Minister of Education, Alberta Education, 11160 Jasper Avenue, Edmonton, Alberta T5K 0L2. All rights reserved. Additional copies may be obtained from the Learning Resources Distributing Centre.

No part of this courseware may be reproduced in any form, including photocopying (unless otherwise indicated), without the written permission of Alberta Education.

Every effort has been made both to provide proper acknowledgement of the original source and to comply with copyright law. If cases are identified where this has not been done, please notify Alberta Education so appropriate corrective action can be taken.

IT IS STRICTLY PROHIBITED TO COPY ANY PART OF THESE MATERIALS UNDER THE TERMS OF A LICENCE FROM A COLLECTIVE OR A LICENSING BODY.

UNIVERSITY LIBRARY
UNIVERSITY OF ALBERTA

Teachers

Register with the Alberta Distance Learning Centre

The Alberta Distance Learning Centre is dedicated to upgrading and continually improving your Learning Facilitator's Manual so that it accurately reflects any necessary revisions we have had to make in the Student Module Booklets, Assignment Booklets, or the sample final test. The types of revisions that will be made are those that make the course more accurate, current, or more effective.

The ADLC will send you the **latest enhancements** or **minor upgrades** for your Learning Facilitator's Manual if you return the following registration card to: Alberta Distance Learning Centre, Box 4000, Barrhead, Alberta T7N 1P4, Attention: Instructional Design and Development.

ADLC Learning Facilitator's Manual
Registration Card

First Name _____ Surname _____

School Name _____ School Phone Number _____

School Address _____

City _____ Postal Code _____

Course Title _____ Approximate Date of Purchase _____

You can help ensure that distance learning courseware is of top quality by letting us know of areas that need to be adjusted. Call the Alberta Distance Learning Centre free of charge by using the RITE line and ask for the Editing Unit. Also, a teacher questionnaire has been included at the back of most Learning Facilitator's Manuals. Please take a moment to fill this out.

We look forward to hearing from you!

Contents

Introduction 1

Overview of Career and Technology Studies 3

Overview of Financial Management Strand 5

Structure of the Learning Package 10

Using This Learning Package in the Classroom 13

Evaluation 17

Introduction to Financial Management (FIN 101) 18

Section 1: Ethics 19

Section 2: The Economic Environment 19

Section 3: Financial Resources 21

Section 4: Government Legislation 25

Teacher's Copy of the Final Test with Marking Guide

Final Test

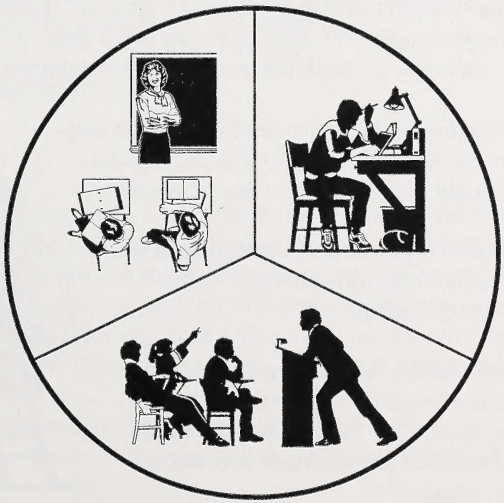
Teacher Questionnaire

Introduction

A survey of these course materials will confirm that this new learning package has been specially designed for many kinds of teachers working in a variety of situations.

In Which Category Do You Fit?

- ❑ Small Schools Teacher
  - ❑ inexperienced
  - ❑ experienced, but in other subject areas
  - ❑ experienced in teaching Financial Management, but wanting to try a different approach
- ❑ Distance Learning Teacher
  - ❑ travelling to schools within the jurisdiction
  - ❑ using facsimile and teleconferences to teach students within the area
- ❑ Large Schools Teacher
  - ❑ inexperienced
  - ❑ experienced in teaching Financial Management, but wanting to try a different approach



Because these materials have been created by experienced classroom teachers and distance learning specialists, they have many advantages for students and teachers regardless of their situations.

Advantages for Students

- incorporates a strong learner-centred philosophy
- promotes such qualities in the learner as autonomy, independence, and flexibility
- is developed through media which suit the needs and circumstances of the learner
- reflects the experiential background of Alberta students
- opens up opportunities by overcoming barriers that result from geographical location
- promotes individualized learning, allowing learners to work at their own pace

Advantages for Teachers

- allows teachers maximum teaching time and minimizes preparation time
- includes different routes through the materials to suit different learners
- incorporates a wide range of teaching strategies, in particular those using independent and individual learning
- delivers curriculum designed by education specialists that reflects the Alberta Education Program of Studies with an emphasis on Canadian content
- provides learning materials which are upwardly compatible with advanced educational technology

Does it sound like something you could use?

This Learning Facilitator's Manual begins with an overview of the current Career and Technology Program of Studies for senior high school. This summary is included for inexperienced teachers or those teachers who have found themselves teaching Career and Technology Studies when their training is in other subject areas. This brief summary is not meant to replace the Alberta Education Program of Studies, but rather to help teachers confirm the highlights of the program.

Other parts of this introduction have also been included to help teachers become familiar with this new learning package and determine how they might want to use it in their classroom.

Beyond the introduction the guide itself contains answers, models, explanations, and other tips generated by the teachers who authored this course.

The Student Module Booklets, Assignment Booklets, and LFMs are the products of experienced classroom teachers and distance learning specialists. It is the hope of these teachers that their experience can be shared with those who want to take advantage of it.

Overview of Career and Technology Studies

Program Philosophy

Career and Technology Studies offers all students important learning opportunities. Regardless of the particular area of study chosen, students in CTS will:

- develop skills that they can apply in their daily lives now and in the future
- refine career-planning skills
- develop technology-related skills
- enhance employability skills
- apply and reinforce learnings developed in other subject areas

In CTS, students build skills they can apply in their everyday lives. For example, in the CTS program, particularly at the introductory levels, students have the opportunity to imporve their ability to make sound consumer decisions and to appreciate environmental and safety precautions.

The integration of careers throughout the CTS program helps students make effective career decisions and target their efforts. Students in CTS will have the opportunity to expand their knowledge about careers, occupations, and job opportunities and the training requirements involved. As well, they will recognize the need for life-long learning.

Students in CTS will have the opportunity to use and apply technology and systems effectively and efficiently, which involves:

- a decision regarding which processes and procedures best suit the task at hand
- the appropriate selection and skilled use of the tools or resources that are available
- an assessment of and management of the impact the use of the technology may have on themselves, on others, and on the environment

FInancial Management

Strand Rationale

In the rapidly changing, complex world, the ability to manage financial affairs is a basic requirement. Financial management is required in all aspects of society and is an essential life skill. The Financial Management strand will provide an opportunity for students to learn about the development and use of financial information, and to apply this information within the context of business and personal life. The field of Financial Management offers many occupational opportunities. Within the philosophy of Career and Technology Studies, students in Financial Management will:

- develop an appreciation of ethics in personal and business financial management
- develop an awareness of the impact of the economy on self, society, and the workplace

- develop basic knowledge, skills, and attitudes that have specific applications to financial management and broad career applications to the world of work
- develop an awareness of realistic career choices related to personal interests, abilities, and aptitudes, and recognize the need for life-long learning
- develop skills, including decision making, problem solving, and communicating, which demonstrate initiative, creativity, and flexibility within a rapidly changing financial environment
- use information and technology effectively and efficiently
- link knowledge, skills, and attitudes developed in Financial Management to other curricular areas
- use community and business partnerships to relate and apply theory to realistic situations
- demonstrate mastery of basic competencies

Strand Organization

Themes

Modules in Financial Management have been grouped into three theme areas: user, user/preparer, and user/analyst. The modules in the user theme provide basic information and skills for personal use. Students who complete modules in the user/preparer theme acquire knowledge, skills, and attitudes that may vie them job-entry skills. User/analyst modules stress the competencies related to management decision making and provide students with some indication as to whether they would be interested in pursuing training at a post-secondary level.

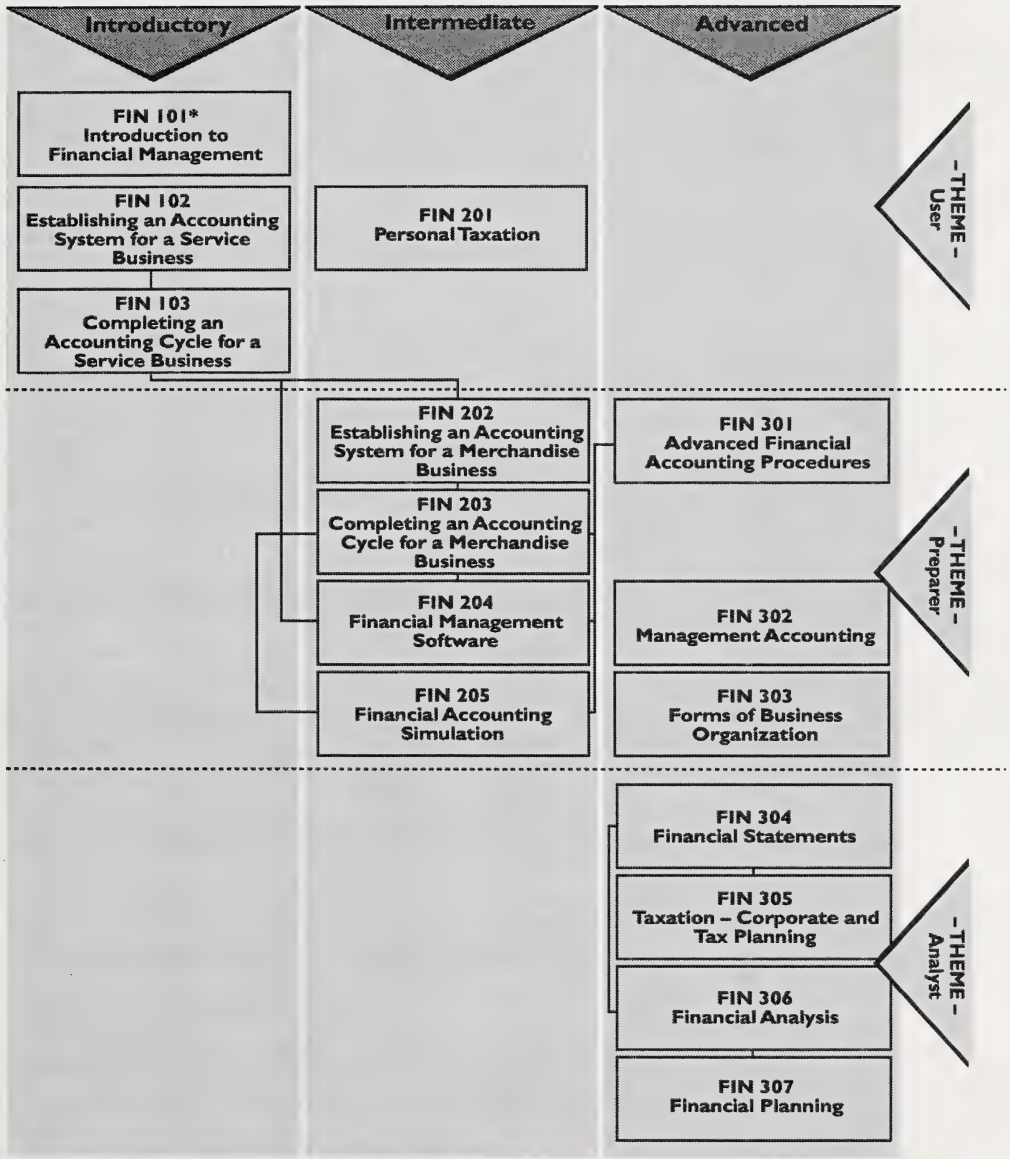
Concepts

The module learner expectations describe the competencies that students are expected to develop. The concepts attached to the specific learner expectations are based upon what the student is required to learn to meet the exit-level competencies. The sequence in which the learning should take place to achieve the assessment criteria and conditions provides the basis for the choice of the concepts for each module.

Levels

The Financial Management curriculum is organized into three levels of learning: introductory, intermediate, and advanced, denoting the degree of complexity and the level of student ability expected for success. Students at the introductory level work with teacher guidance. The introductory level provides basic skills and knowledge. At the intermediate level, the modules build on the competencies learned at the introductory level. When students have been taught the prerequisite skills and knowledge, teachers should expect students to assume more responsibility for their learning as they apply this knowledge. At the advanced level, students are expected to take personal responsibility for their learning, to work cooperatively in groups when appropriate, and to require less direct instruction from their teacher. At the advanced level, the students are more involved in research and decision making. The assessment criteria and conditions at each level reflect the change in expectations.

Overview of Financial Management Strand



* prerequisite to all other modules

Module Descriptions

FIN 101: Introduction to Financial Management

This overview module forms the basis for all other modules in Financial Management. Concepts include ethics, the economic environment, acquiring and using financial resources, and the effects of government legislation on the finances of an individual and a small business.

FIN 102: Establishing an Accounting System for a Service Business

A manual hands-on approach introduces the student to the accounting cycle. Students establish a set of books and record business transactions. Terminology unique to financial accounting will be introduced.

FIN 103: Completing the Accounting Cycle for a Service Business

The module is a continuation of FIN 102. The student completes the accounting cycle and prepares financial statements and a budget. The student also develops an awareness of the many career challenges and opportunities that may be found within the financial management profession.

FIN 201: Personal Taxation

Students are introduced to the Canadian income tax stystem through the preparation of a variety of personal income tax returns.

FIN 202: Establishing an Accounting System for a Merchandise Business

Students address specialized financial accounting procedures involved in the buying and selling of goods in a retail system, as well as establishing and operating a payroll system.

FIN 203: Completing an Accounting Cycle for a Merchandise Business

Students continue and complete the accounting cycle established in FIN 202 and prepare financial statements.

FIN 204: Financial Management Software

Students have the opportunity to use an accounting software package that is used in business.

FIN 205: Financial Accounting Simulation

This module consists of a manual simulations(s) and may include a computer simulation. The simulation may be based on the records of a service business and/or of a partnership. Students have an opportunity to apply accounting principles to realistic business situations.

FIN 301: Advanced Financial Accounting Procedures

Students are introduced to advanced accounting procedures used by a variety of businesses, including capital cost allowance, bad debts, and the value of inventory. Students prepare adjustments using the accrual method of accounting and a bank reconciliation, and will complete one of the following concepts: manufacturing, departmental accounting, or contract bids.

FIN 302: Management Accounting

Students are introduced to management accounting, which involves optimizing capital assets for maximum return of investment. Students examine various internal systems used to safeguard business assets.

FIN 303: Forms of Business Organization

Students focus on the organizational and legal differences related to proprietorships, partnerships, corporations and other entities. The module highlights the effect the different forms of business ownership have on the equity section of the balance sheet.

FIN 304: Financial Statements

Students examine the content and structure of financial statements and prepare customized financial statements for a variety of businesses.

FIN 305: Taxation – Corporate and Tax Planning

Students prepare the tax forms for a corporation and for non-profit organizations that are required by different levels of government. The importance of tax planning is emphasized as a strategy to reduce taxes.

FIN 306: Financial Analysis

Financial analysis involves the interpretation of financial statements. Students use formulas and ratios to evaluate the financial status of business organizations. Interpretation of data, reporting, and decision making to recommend change are also addressed.

FIN 307: Financial Planning

Students are introduced to the value of financial planning for a business. They explore the impact of economic trends, changing world markets, and tax implications, all of which must be considered when preparing financial forecasts. The concept of market research is also discussed.

PLANNING FOR INSTRUCTION

CTS provides increased opportunity for junior and senior high schools to design courses based on the needs and interests of their students and the circumstances within the school and community. Some strands may be appropriately introduced at the junior high school level. Other strands are more appropriately intoduced at the senior high school level or to Grade 9 students. Refer to the *CTS Manual for Administrators, Counsellors and Teachers* for a summary of the recommended grade levels for each strand.

PLANNING FOR CTS

Defining Courses

Each module was designed for approximately 17 to 25 hours of instruction. However, this time frame is only a guideline to facilitate planning. The CTS curricula are competency based, and the student may take more or less time to gain the designated competencies within each module.

A course will usually consist of modules primarily from the same strand but, where appropriate, may include modules from two or more strands. Refer to the *CTS Manual for Administrators, Counsellors and Teachers* for more information on course names and course codes.

Module selection and sequencing must consider the module parameters, which define:

- prerequisites and corequisites (entry-level competencies)
- instructional qualifications, if specialized
- equipment and facility requirements, if specialized

Degree of Flexilibility

The CTS program, while designed using the modular structure to facilitate flexible timetabling and instructional delivery, does not mandate the degree of flexibility a school or teacher will offer. The teacher and school will determine the degree of flexibility available to the student. Within the instructional plan established by the school, the student may:

- be given the opportunity to progress at a rate that is personally challenging

- have increased opportunity to select modules that develop competencies he or she finds most relevant

Basic Competencies

Career and Technology strands were designed to stand alone, or be integrated with other strands for a customized course of studies to meet student needs. Through each strand are five basic competencies, identified by the following icons:

Technology: effectively use technology when required

Ethics: identify and demonstrate appropriate ethical behaviour

Communication: effectively present concisely written, visual, and oral communications

Careers: identify appropriate career linkages within the strand being studied

Teamwork: participate as an effective member of a team by working cooperatively

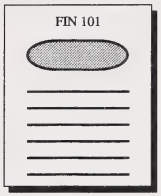
These icons will indicate to both students and facilitators that a basic competency has been identified in the activity offered to the students.

Structure of the Learning Package

Basic Design

This new learning package involves other components in addition to the Learning Facilitator's Manual.

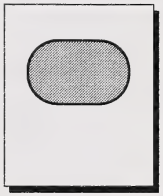
Student Module Booklet



One of the print component is a Student Module Booklet. This module contains guided activities that instruct students in a relevant, realistic setting.

Within the framework of Career and Technology Studies, one module equals one credit.

One Module = One Credit



Contents
Module Overview
Section 1 Activity 1 Activity 2 etc.
Section 2 Activity 1 Activity 2 etc.
Section 3 Activity 1 Activity 2 etc.
Section 4 Activity 1 Activity 2 etc.
Module Summary
Appendices

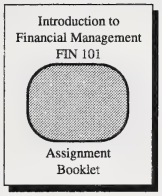
The modules have been specially designed to promote such qualities in the learner as autonomy, independence, and flexibility. Writers have incorporated such teaching strategies as working from the concrete to the abstract, linking the old to the new, getting students actively involved, and using advance, intermediate, and post organizers. Many other techniques enable learners to learn on their own for at least some of the time. The module overview introduces the module topic or theme. A graphic representation has been included to help visual learners and poor readers. The module overview states the weightings of each assignment.

The body of the module is made up of two or more closely related sections. Each section contains student activities that develop knowledge, skills, and attitudes centred around an objective.

The activities may involve print, audio, video, or computer formats. At times the student and the learning facilitator are allowed to choose the activity that best suits the student's needs and interests. Other activities such as the Extra Help and Enrichment are optional pathways. This flexibility caters to each student's personal situation.

The summary focuses on the skills and strategies that the student has learned.

Assignment Booklet



Accompanying the Student Module Booklet is an Assignment Booklet. The activities in these booklets can be used for formative and for summative assessments. The students should complete these Assignment Booklets when they have thoroughly reviewed the module. The Assignment Booklets have been designed for classroom use, or for mailing. **If the booklets are not being mailed, you should remove the outside cover.**

Media

VIDEOCASSETTE

The package also includes references to media. In this module, Introduction to Financial Management, there are optional videos mentioned at various points throughout. A list of the optional videos is included on the following page. More information about the videos can be found within the LFM.

Materials, Media, and Equipment

Mandatory Components

Equipment (Hardware)	Media	Materials
none mandatory	none mandatory	• LFM for Introduction to Financial Management • one Student Module Booklet and one Assignment Booklet for each student • There is a final test.

Videocassettes used in the course may be available from the Learning Resources Distributing Centre or ACCESS Network. You may also wish to call your regional library service for more information.

Optional Components

Equipment (Hardware)	Media	Materials
• VCR • Calculator	• videocassettes • Optional Video List: *The Ethics Jungle* *Making Ethical Decisions*	

Using This Learning Package in the Classroom

Conventional Classroom

Whether your classroom has desks in rows or tables in small groups, you may be most comfortable with a learning system that you can use with all your students in a paced style. In other words, you may want a package that will suit all of your students, so they can move through the materials as one group or several small groups. Because these materials contain different routes or pathways within each module, they can address various learning styles and preferences. The materials also include many choices within the activities to cater to different thinking levels and ability levels. Because of their versatility and flexibility, these materials can easily suit a conventional classroom.

Open-Learning Classroom

Open learning is the concept of opening up opportunities by overcoming barriers of time, pace, and place by giving the learners a package specially designed to enable them to learn on their own for at least some of the time.

Such a concept is not new. Many teachers can recite attempts to establish an individualized learning system as they recognized the importance of trying to personalize courseware to meet each individual student's needs. But these efforts often failed due to lack of time and lack of quality materials that conformed to Alberta specifications.

Due to advanced educational technology and improved Alberta-specific learning packages, a student-centred approach is now possible. Improved technology now allows us to provide support to learners individually, regardless of their pace or location. A teacher cannot be in twenty-eight places at one time offering guidance. However, media and a well-designed learning package can satisfy individual needs. Technology can also help provide an effective management system needed to track the students as they progress independently through the materials.

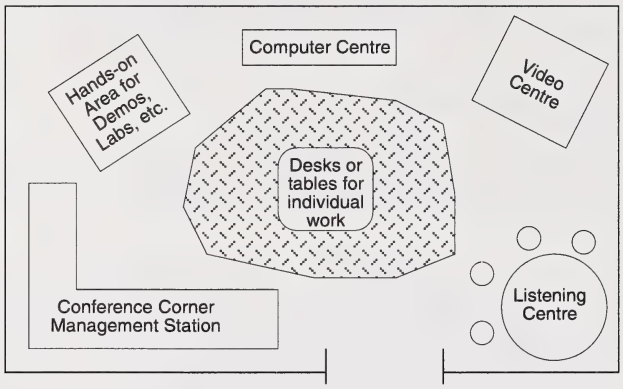
The key to a successful open-learning system depends on three vital elements: a learning package specially designed to enable students to learn effectively on their own for at least some of the time; various kinds of learner support; and a management system and style that ensures that the open-learning system runs smoothly.

The Key to a Successful Open-Learning System

Learning Package

The specially designed learning package needed for a successful open-learning system has been developed for you. The objectives teach current Alberta specifications using strategies designed for individualized instruction. As the learning facilitator, you need to be sure to have all the components in the learning package available to students as needed.

If adequate numbers of media are available to satisfy the demand, a centre can be established for specific media.



You may not have the luxury to have enough hardware to set up a permanent video or computer centre in your classroom. In that case, students should be encouraged to plan ahead. Perhaps every three to five days they should preview their materials and project when they would need a certain piece of media. This would allow you to group students, if necessary, or reserve media as required.

CTS Centre

Since many of the strands in Career and Technology Studies overlap and complement one another, consideration should be given to establishing a CTS Resource Centre. One or two copies of each resource could be established in this central area for the use of all CTS students.

Support

Support is definitely a key element for successful learning, and when you're planning an individualized, non-paced program, you need to carefully plan when and how support will be given.

The materials contain a form of consistent support by providing immediate feedback for activities included in the unit booklet. High school students have solutions, models, explanations, and guides included in the appendix of every unit booklet. These are included so students can receive immediate feedback to clarify and reinforce their basic understanding before they move on to higher levels of thinking.

As the learning facilitator, you may be needed to offer more personal guidance to those students having difficulty, or you may need to reinforce the need for students to do these activities carefully before attempting the assignments in the Assignment Booklet.

The activities include choices and pathways. If a student is having difficulty, you may need to encourage that student to work on all the choices rather than one. This would provide additional instruction and practice in a variety of ways.

Another form of support is routine contact with each individual. This might be achieved with a biweekly conference scheduled by you, or as students reach a certain point (e.g., after each section is completed), they may be directed to come to the conference area.

Special counselling may be needed to help students through difficult stages. Praise and encouragement are important motivators, particularly for those students who are not used to working independently.

Direct teaching may be needed and scheduled at certain points in the program. This might involve small groups or a large group. It might be used to take advantage of something timely (e.g., election, eclipse, etc.), something prescheduled like the demonstration of a process, or something involving students in a hands-on, practical experience.

Support at a distance might include tutoring by phone, teleconferencing, faxing, or planned visits. These contacts are the lifeline between learners and distance education teachers, so a warm dialogue is essential.

Management

Good management of an open-learning system is essential to the success of the program. The following areas need action to ensure that the system runs smoothly:

- Scheduling, Distributing, and Managing Resources – As discussed earlier, this may require a need for centres or a system for students to project and reserve the necessary resources.

- Scheduling Students – Students and teachers should work together to establish goals, course completion timelines, and daily timelines. Although students may push to continue for long periods of time (e.g., all morning), teachers should discourage this. Concentration, retention, and motivation are improved by taking scheduled breaks.

- Monitoring Student Progress – You will need to record when modules are completed by each student. Your data might also include the projected date of completion if you are using a student contract approach.

Sample of a Student Progress Chart

Intro. to Fin. Mgmt.		Section 1	Section 2	Section 3	Section 4	Final Test
Billy Adams	P					
	A					
Louise Despins	P					
	A					
Violet Klaissian	P					
	A					
P = Projected Completion Date A = Actual Completion Date						

The student could keep a personal log as well. Such tracking of data could be stored easily on a computer.

- Recording Student Assessments – You will need to record the marks awarded to each student for work completed in each unit assignment booklet. The marks from these assignment booklets will contribute to a portion of the student's final mark. Other criteria may also be added (a special project, effort, attitude, etc.). Whatever the criteria, they should be made clear to all students at the beginning.

Sample of a Student Assessment Chart

Intro. to Fin. Mgmt.	Section 1	Section 2	Section 3	Section 4	Year's Average	Final Test	Final Mark
Billy Adams	**67**	**65**	**54**	**47**	**78**	**67**	**63**
Louise Despins	**43**	**50**	**54**	**55**	**48**	**42**	**49**
Violet Klaissian	**65**	**65**	**66**	**66**	**67**	**69**	**67**

Letter grading could easily be substituted.

- Recording Effectiveness of System – Keep ongoing records of how the system is working. This will help you in future planning.

Sample of a System Assessment Chart

Unit 1			
Date	Module Booklet	Assignment Booklet	Resources/Media

The Role of the Teacher in an Open-Learning Classroom

The teachers in a conventional classroom spend a lot of time talking to large groups of learners. The situation in open learning requires a different emphasis. Teachers will probably meet learners individually or in very small groups.

With this approach it is necessary to move beyond the idea of a passive learner depending largely on a continually supportive teacher. The teacher must aim to build the student's confidence, to stimulate the learner into self-reliance, and to guide the learner to take advantage of routes that are most meaningful and applicable to the learner.

These materials are student-centred, not teacher-centred. The teacher needs to facilitate learning by providing general support to the learner.

Evaluation

Evaluation is important to the development of every learner. Data gathering and processing, and decision making, at the student and teacher level, serve as means of identifying strengths and weaknesses.

These specially designed learning packages contain many kinds of informal and formal evaluation.

Observation

In the classroom the teacher has the opportunity to see each student perform every day and to become aware of the level and nature of each student's performance.

Observations are more useful if they are recorded in an organized system. The following list of questions is a sample of types of observations and how they can be collected.

Observation Checklist

	B. Adams	L. Despins	V. Klaissian	H. Smith	K. Dalley
1. Does the student approach the work in a positive manner?					
2. Is the student struggling with the reading level?					
3. Does the student make good use of time?					
4. Does the student apply an appropriate study method?					
5. Can the student use references effectively, etc.?					

Observation may suggest a need for an individual interview with a student.

Introduction to Financial Management (FIN 101)

Overview

This overview module forms the basis for all other modules in Financial Management. Concepts include ethics, the economic environment, acquiring and using financial resources and the effects of government legislation on the finances of an individual and a small business.

After completing this module, students will have an understanding of the concept of ethics and how it relates to the financial management of an organization. Students will be aware of the governments—federal, provincial, and municipal—and the roles they play in business.

Evaluation

The evaluation of this module will be based on four assignments:

Section 1 Assignment	**25 marks**
Section 2 Assignment	**45 marks**
Section 3 Assignment	**35 marks**
Section 4 Assignment	**25 marks**
TOTAL	**130 marks**

Teaching Suggestions

The following are suggested possiblilities for beginning this module.

- Ask students what they would do if they found a $20 bill in the hallway at school. Invite responses from students as to what would be legal behavior and what would be ethical behavior. What is the difference between finding money and finding a personal possession, such as a wallet?

- Invite a guest speaker to talk about starting a new business and the importance of financial management in this process.

Videos

The following videos may be available from your regional library service. If not, contact the Learning Resources Distributing Centre or ACCESS Network. These videos are referred to in the Student Module Booklet:

Making Ethical Decisions

This video deals with issues in copyright and sexual harassment in the workplace. In the first scene, the two central characters, Elizabeth and Anthony, are students making decisions over copying musical records. Later they are seen in the workplace, where Anthony is facing the situation of his company copying computer programs and manuals. He discusses this with a co-worker, Robert. Elizabeth is struggling with whether or not to report a supervisor for sexually harassing a co-worker.

The Ethics Jungle

In *The Ethics Jungle*, Anthony, Elizabeth, and Robert, who were introduced in *Making Ethical Decisions*, are seen in several more work situations where ethics are a central focus. In the first situation, the company they work for is poised to install potentially dangerous insulation materials in a new building. Anthony wrestles with the problem of "to tell or not to tell." In the final situation, employees are justifying wasting time at work and discussing the propriety of padding expense accounts because the company will not give them bonuses.

Section 1: Ethics

There are two activities in this section. The first activity defines ethics within the scope of personal and business financial management, and develops an awareness of appropriate ethical behavior. The second activity debates ethical issues through the use of case studies.

The basic goals of this section are to ensure that students:

- can distinquish between ethical and legal behavior at work and in industry
- can develop a code of ethics for themselves, and recognize the importance of a code of ethics where they are employed

Teaching Suggestions

The following activities may help to enhance the concepts discussed in this section:

- Try to keep on track with ethical behavior that relates to business. Don't get involved in issues such as abortion and moral issues that do not relate to financial management. Environmental issues do have a financial underpinning, and they could be introduced.

Section 1 Assignment (25 marks)

1. The assignment is to prepare a code of ethics. The code produced by the students should have a strong opening statement about the philosophy of the organization.

   The items in the code of ethics should relate to behavior, dress and attire, language used, and beliefs about the organization and the individual. Items such as hours of work and wages should not be included. There should be at least ten items listed. **(10 marks)**

2. a. Advertising may sometimes pit one company against the other. For example, accountants would not want to say that they are better than their competitors. They would want to provide information to the consumer about their area of specialty, how long they have been in business, and their accounting designation. The rules concerning advertising have been relaxed slightly over the past ten years, however, and accountants are reminded to keep their advertisements conservative and tasteful. **(3 marks)**

   b. Professionals receive many of their business contacts by word of mouth—referrals from other satisfied customers. Consumers can also check with the provincial association for a list of reputable accountants. **(2 marks)**

3. a. No, Tanya's Weight-Erase Centre does not appear to be guided by anything other than attempting to earn money. When a code of ethics tells the employees what they should say and how they should act, it is not a code, it is a mandate. **(2 marks)**

   b. Yes, it is fair to ask this. After all, if the counsellors are overweight, it will have an effect on the sales of their product and their credibility. **(2 marks)**

   c. The "Health Drink" sounds like a scam. **(2 marks)**

   d. It is not appropriate to approach people in public. It may be embarrassing to the individual to be "singled out." **(2 marks)**

   e: Yes, there are companies that would treat their employees in the same manner as Tanya's Weight-Erase Centre. **(2 marks)**

Section 2: The Economic Environment

There are three activities in this section. The first activity describes how competition, world markets, price changes, and interest rates influence the economic environment locally and nationally. The second activity discusses how environmental, social/legal, and human resources issues create change in the economic environment for an individual and for a small business. Activity 3 explores the effects of the economy on decision making and strategic planning for an individual and for a small business.

The basic goal of this section is to ensure that students can describe the effects of the economy on decision making and planning for an individual and for a small business. For example, interest rates, price changes, environmental issues, and competition all have an effect on business, and the students should be able to determine the effects of these economic changes.

Teaching Suggestions

The following activities may help to enhance the concepts discussed in this section:

- Try to find examples that are current in the local newspapers at the time this section is taught. Use relevant examples that the students can relate to, such as a hockey or baseball strike, environmental issues that have impact on the local community, or a political issue that has an economic impact on the community (closure of a local hospital or school). In this way, the section will come alive to the students and they should find relevance in the content.
- Students need to see themselves as consumers of products, and realize the impact that their purchasing decisions have. Take an inventory in the class of the number of students that are wearing a particular kind of t-shirt, jeans, or runners, and ask them why they have purchased that item. Find out what radio station they listen to and why.

Section 2 Assignment (45 marks)

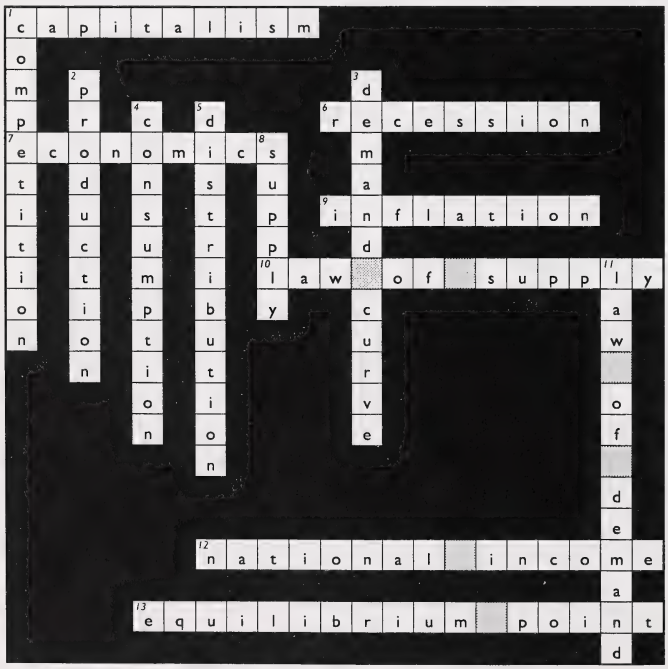
1. a. Public Sector: RCMP
City of Edmonton Police Department
Federal and provincial guards in prisons

Private Sector: Pinkerton's of Canada
Wackenhut
United Protection Service
There are many choices here. Students may wish to use the Yellow Pages.
(**4 marks**—2 for private sector; 2 for public sector)

b. The public sector has a higher standard for training and education. The jobs have a higher prestige and they pay better; therefore, they can command a higher quality of applicants. **(2 marks)**

2. Since the private sector has a mandate to make money, they may try to cut costs by reducing the training and hiring individuals who would work for less money, thereby reducing the standards. **(2 marks)**

3. **ECONOMICS**



(14 marks)

4. Brian has not considered the factor of inflation. If Alison and Brian were to sell their house, they would have to purchase another home, which would also have increased in value. Therefore, unless they plan to sell their home and move to an area where inflation has not had an effect on house prices, they would be best to stay where they are. **(5 marks)**

5. a. the equilibrium point **(1 mark)**

   b. selling price: $600
   quantity: 1750 bikes **(2 marks)**

6. In the 1950s, people were concerned about bomb shelters, and there were companies in business that built bomb shelters. People were also concerned about storing foods for long periods of time, and freeze-dried foods with a long shelflife were popular. Today, people are concerned about home security, and home security companies have sprung up, offering everything from silent alarms to stickers that are placed on the house advertising the system. **(5 marks)**

7. a. Advantages of using the automated teller. Student should select two of the following answers:

   - there is no additional charge for using the automated teller
   - some stores will not accept traveller's cheques
   - there is always the risk of losing the traveller's cheques **(2 marks)**

   b. Advantages of using the traveller's cheques. Student should select two of the following answers:

   - it may be difficult to locate the automated teller in an unfamiliar city
   - if your money is lost or stolen, you cannot have it replaced, like you can with traveller's cheques
   - you are less likely to impulse buy with traveller's cheques, because you have a set amount of money **(2 marks)**

8. a. The financial institution is taking a risk. They are hoping that if they can be the first to obtain Jaya's business, they will have her financial business for her lifetime. They are also hoping that Jaya has some financial resources and turns out to be a good credit risk. **(3 marks)**

   b. No. Jaya is in danger of falling into the credit trap of thinking that credit is "free money." She should use the credit granted to her carefully and sparingly. **(3 marks)**

Section 3: Financial Resources

There are five activities in this section. Activity 1 lists the reasons for acquiring capital. Activity 2 identifies the services offered by financial institutions to an individual and to a business, and describes credit sources available to an individual and a business. The third activity discusses potential problems with using credit. Activity 4 demonstrates skills in managing bank accounts. Activity 5 compares the insurance requirements of an individual with the insurance requirements of a small business.

Teaching Suggestions

The following activities may help to enhance the concepts discussed in this section:

- A guest speaker from a local financial institution may provide first-hand information about changes in banking, credit sources and problems, and examples of the variety of new bank accounts available.

- Financial institutions have a variety of videos, brochures, and pamphlets available for classroom use. Contact your local financial institutions for assistance.

Section 3 Assignment (35 marks)

1. • home
   – both Helen and harry work with combustible products: paint and hair solutions, and a tanning bed which cause a fire hazard
   – many break-ins in the area
   – both people smoke – another fire hazard

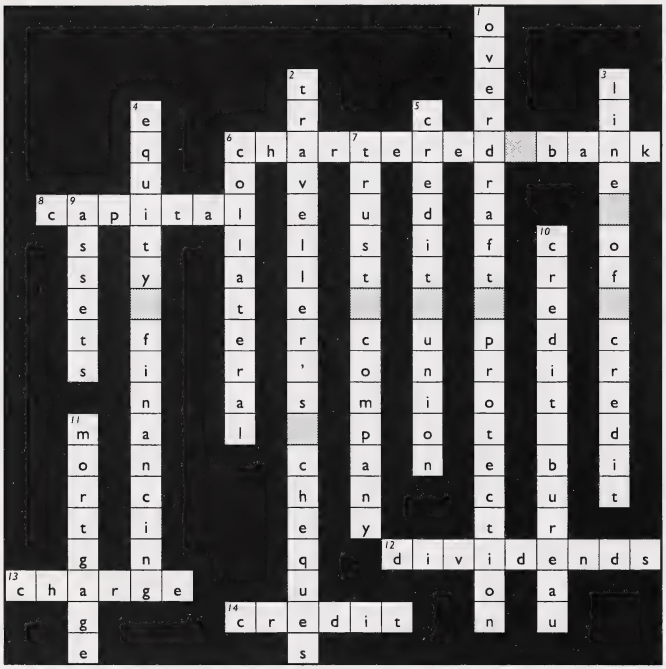
- high risk for floods
- Harry did wiring on house

- car
  - risk of fire from the car being parked in the garage
  - risk of vandalism or theft

- life
  - smoking and overweight – a high risk of heart disease
  - high risk of cancer from inhaling fumes from their jobs

(6 marks)

2. **FINANCIAL RESOURCES**



(15 marks)

3.

Date	No.	Particulars		Cheques		√	Deposits			Balance	
June 1	/	To	Beginning Balance						Cheque or Dep		
		For							Balance	1427	91
June 2	542	To	Maple Leaf Furniture	329	00				Cheque or Dep	–329	00
		For	Night Table						Balance	1098	91
June 15		To	Bank (deposit)				2100	00	Cheque or Dep	+2100	00
		For	Salary						Balance	3198	91
June 17	543	To	Trans-Alta Utilities	101	94				Cheque or Dep	–101	94
		For	Monthly Utility Bill						Balance	3096	97
June 24	544	To	Cash	100	00				Cheque or Dep	–100	00
		For	Entertainment						Balance	2996	97

Your Name
Your Address

542

June 2 19XX

PAY TO THE ORDER OF Maple Leaf Furniture $ 329 00

Three Hundred Twenty Nine 00 DOLLARS
100

THE HOME SHORES BANK
SOMETOWN, ALBERTA
T0A 2Z3

Student's Signature

⑈12345⑈ ⑆765432⑆ 999⑈00099⑈

JS Accounting
2999 – 48 Street
Sometown, Alberta
T0A 2Z3

9432

June 15 19 XX

PAY TO THE ORDER OF STUDENT'S NAME $ 2100.00

TWO THOUSAND ONE HUNDRED ----------00 DOLLARS
100

THE HOME SHORES BANK
SOMETOWN, ALBERTA
T0A 2Z3

⑈55442⑈ ⑆798982⑆ 009⑈77925⑈

Your Name
Your Address

543

June 17 19 XX

PAY TO THE ORDER OF Trans-Alta Utilities $ 101.94

One Hundred and one 94 DOLLARS
100

THE HOME SHORES BANK
SOMETOWN, ALBERTA
T0A 2Z3

Student's Signature

⑈12345⑈ ⑆765432⑆ 999⑈00099⑈

Your Name
Your Address

544

June 24 19 XX

PAY TO THE ORDER OF Cash - entertainment $ 100.00

One-Hundred 00 DOLLARS
100

THE HOME SHORES BANK
SOMETOWN, ALBERTA
T0A 2Z3

Student's Signature

⑈12345⑈ ⑆765432⑆ 999.⑈00099⑈.

(4 marks)

4.

Reconciliation

Final balance shown on this statement		$ 1873.60
Add deposits made which do not appear on this statement (outstanding deposits)	450.00	$ 450.00
Subtotal		$ 2323.60
Deduct the total of any outstanding cheques:		
#112	70.00	
#119	16.80	
#128	77.40	
#129	186.50	$ 350.70
Total: This total should agree with your cheque book balance		$ 1972.90
Cheque Book Balance		$ 2006.60
Less		
	15.20	
	18.50	$ 33.70
Adjusted Cheque Book Balance		$ 1972.90
Difference (if any)		$ 0

If the two balances do not agree

1. **check the additions, subtractions, and corrections on the reconciliation and in your cheque book**
2. **verify the balance forwarded from page to page of your cheque book**

(10 marks)

Section 4: Government Legislation

There are two activities in this section. Activity 1 discusses the regulations and policies of government that affect financial management for an individual and for a small business. Activity 2 compares sources of information and assistance available to a small business with that available to an individual.

Teaching Suggestions

The following activities may help to enhance the concepts discussed in this section:

- This is not a section that involves memorization. It is more of a reference section to provide information to students on what is available. Students should be canvassing their local area to determine what sources of financial assistance are available to individuals and small business.

Section 4 Assignment (25 marks)

1.
   - Factor 1: How many other street vendors have already been given licenses? It might become overcrowded for the park users if there are too many street vendors.
   - Factor 2: Is there adequate refrigeration for the perishables product Siem and Trin wish to sell? What about sanitation?
   - Factor 3: What will be the by-products of the sale? Will there be napkins, paper cups, hot dog trays, or ketchup containers around after people have eaten? Is there any provision for garbage disposal?
   - Factor 4: Will the vending car be unsightly? Many people may be offended by an unpainted, poor quality food cart that looks unsanitary and unkempt.
   - Factor 5: What about washroom facilities for the vendors? Where will they go for washroom facilities during the day?
   - Factor 6: Are the students going to post a bond? What if someone becomes ill from their product? Will there be a health inspection?

   (10 marks)

2.
   - Reason 1: A license might be required to control the number of fish removed from the lake. Perhaps the lake stock has diminished.
   - Reason 2: A license might be required because the lake may require restocking, and there is a feeling that such restocking should be paid for by the people who use the lake. Therefore, a license would help to pay for this service.

   (4 marks)

3.
   - Advantages
     - good to work for a relative; they know you and you have a closer relationship
     - not paying into CPP and UIC, so gets to keep more of her money
     - working for a relative means that Isabel's job is probably more secure
   - Disadvantages
     - not good to work for a relative; makes for a poor reference in the future
     - not paying into CPP, so not building up a credit with CPP; and not paying into UIC means she cannot claim a benefit if required
     - working for a relative means that Isabel can be laid off and she has no recourse; if she is injured on the job, she cannot claim Workers' Compensation

   (4 marks)

4.

Program	Purpose of Program
a. Alberta Opportunity Company	___d.___ to improve the service, organization, and profit structure of small business by offering private sector management counselling
b. Alberta Export Loan Guarantee Program	___g.___ to assist agricultural manufacturers, processors and exporters
c. Alberta Environmental Research Trust	___f.___ assists permanently disabled persons
d. Alberta Management Assistance Program	___a.___ to promote the development of resources and diversification of the Alberta economy
e. Long-Term Management Assistance Program	___e.___ provide businesses with access to professional private sector management consulting
f. Vocational Rehabilitation of Disabled Persons	___c.___ expansion of applied research to protect and improve the environment
g. Alberta Agriculture	___b.___ to aid in obtaining export sales

(7 marks)

Final Test

Included here is the answer key to the final test and the student's copy of the final test. The student's copy of the final test is designed for photocopying and faxing.

Note

The answer key and student's copy of this final test should be kept secure by the teacher. Students should not have access to this test until it is assigned in a supervised situation. The answers should be stored securely and retained by the teacher at all times.

FINANCIAL MANAGEMENT 101

FINAL TEST ANSWER KEY

Part A: Ethics (10 marks)

1. C **(1 mark)**

2. B **(1 mark)**

3. D **(1 mark)**

4. Students should have listed four of the following examples of unethical practices.

   - putting nitrites in ham and bacon
   - stock scams
   - banks not supporting long-time customers
   - failing financial institutions
   - price fixing

   (4 marks)

5. C **(1 mark)**

6. The firing may have been reasonable, as the company may have had a code of ethics that dealt indirectly with personal appearance or grooming. In addition, the employee rejected several warnings to tone down her makeup. Whether she likes it or not, she is hired by the company, and must please the manager within reason. **(2 marks)**

Part B: Economic Environment (9 marks)

7. C **(1 mark)**

8. - The pavilion was constructed to promote friendship between the two nations.

   - The pavilion was constructed to improve buisness relations and improve business contacts for both Alberta and Japan. In other words, it was constructed for a political and economic purpose. **(2 marks)**

9. __a.__

   __f.__

   __e.__

   __d.__

   __g.__

   __h.__ **(6 marks)**

Part C: Financial Resources (5 marks)

10. B **(1 mark)**

11. B **(1 mark)**

12. If the Bank of Canada decided to increase the number of dollars available in Canada, then, according the law of supply and demand, the value of each dollar would decrease, causing inflation in Canada. **(3 marks)**

Part D: Government Legislation (6 marks)

13. B **(1 mark)**

14. Government becomes involved in providing assistance to new and small businesses in a community because this assistance helps the business grow and increases the economic base and diversity in a community. Once a business gets going, it employs citizens, who then pay taxes and spend money in the community, assisting in the economic growth in the community. By the same token, if a business becomes bankrupt, then employees are laid off, and they cannot spend money. The employees then begin to draw on government services (for example unemployment insurance) and this causes a drain on the economy. **(5 marks)**

Part E: Comprehensive Essay (70 marks)

The essay should be graded following the instructions:

Grammar and structure	**20 marks**
Content	**50 marks**
TOTAL	**70 marks**

In general, the essays should "disagree" with the statement and support the case with examples from the module. If the student can put forth an acceptable "agree" essay, then it must be marked on its merit.

FINANCIAL MANAGEMENT 101

FINAL TEST

GENERAL INSTRUCTIONS

YOU HAVE **TWO** HOURS TO COMPLETE THIS TEST. Work through the entire test answering the questions you are sure you know. You will then be able to concentrate on the questions of which you are not quite sure.

TOTAL MARKS: 100

PART A: Ethics	10 marks
PART B: Economic Environment	9 marks
PART C: Financial Resources	5 marks
PART D: Government Legislation	6 marks
PART E: Essay	70 marks

Value

PART A: ETHICS

10

Use the following information to answer questions 1 to 4.

Read the following article, reprinted from the Financial Post:

Outstanding ethical issues pose problems for all businesspeople[1]

By Phillip Mathias, Financial Post

The business community is going through two different ethical crises. The first is a collapse of ethics in some parts of that community. Bad business ethics are now damaging our health, our science, our capital markets, and the integrity of some of our politicians.

On balance, business ethics are no worse than the ethics of the rest of society, including Olympic athletes, politicians, and priests. But the poor public perception of business ethics gives rise to the second crisis—the business community no longer has an appropriate ethic for the times.

The old business ethic went like this: "Make as much money as you can for the shareholders, by resorting to any practice that is not forbidden by law. Rely on the marketplace to soften any corporate excesses and let the buyer beware."

A new business ethic is emerging. One that reflects a more human community in which each person takes creative responsibility for his or her actions. An ethic that expects business to seek a balance between aggressive profit-making, which is its right and its strength, and compassion toward a wide group of people: shareholders, customers, labour, and the public as a whole.

Let's look at some business practices that have raised ethical questions:

In the 1980s, 28 Canadian financial institutions failed, or suffered severe difficulties. The Economic Council of Canada says half the companies failed because of "fraud and self-dealing by the owners."

Professional self-delusion is widespread in the kingdom of ethics. Consider the manufacture of bacon and ham, which are given a wonderful red colour by chemicals called nitrites, which cause cancer. Nitrites continue to be used because the meat industry has convinced itself, the government regulators, and the public, that they are needed to prevent another disease—botulism, which kills instantly, and is thus more dangerous than cancer.

The truth is that botulism almost never occurs in fresh meat. Cancer-causing chemicals are being employed to protect us from a risk that doesn't exist. I am convinced the ham and bacon people believe their own reasoning because it promotes what they subconsciously desire.

"Greed," somebody once said, "is not an essential part of capitalism." That would puzzle some people who have come into contact with the brokerage industry. The purpose of the stock market is to give entrepreneurs access to capital, and investors a chance to profit from the entrepreneurs' success. And what do the brokers sell? Far too many exotic products that are only generators of commission (for themselves).

Then there's the problem of stock scams. Small investors all over the world are being bled white through three or four North American exchanges, and the over-the-counter markets. The police have shelves of complaints about stock swindles, but can't act upon them because each investigation takes three or four years and they don't have the work force.

A unique subculture of ethical questions can be found in the banking industry. A few years ago, I investigated the destruction of dozens of small businesses by their banks. In each case, the bank loaned the small business money, became anxious, and demanded the money back—in some cases immediately. The small businessperson couldn't raise the funds that fast, was placed in receivership, and the business was destroyed. One victim had been a loyal customer for 30 years.

It is evident that a new business ethic is emerging. What is the authority behind the new ethic? Can we look to the churches as our ethical authority? They have a great deal to say about the way businesspeople behave. But church ethics are incomplete in the area of the

[1] Reprinted by permission of *The Financial Post*.

environment, shareholders' rights, and many other questions. In any case the churches do not represent the Canadian public.

Can we turn to the law? The answer, again, is no. The law is always an incomplete embodiment of society's ethical concerns. At the moment, it's weak on monopolies and price-fixing, practices that are surely unethical.

Can we turn to market economics? Once again, the answer is no. The law of supply and demand says a business may charge any price the market will bear. But there are many people who are dismayed at the way that law sometimes works.

Business ethics have to spring from what society as a whole thinks at any time about what is the right way to behave. Society's sense of right and wrong is what is supposed to be embodied in the law, by our elected representatives. So a new business ethic would obey the law, and also anticipate good laws by keeping an ear on all society's concerns. Good ethics is the building of a solid, lasting enterprise, making useful products, on a well-founded base within the community. Good ethics is good business.

(1 mark) 1. The article states that half of the the failures of Canada's financial institutions in the 80s were a result of

A. company mismanagements
B. insufficient profit margins
C. fraud and self-dealing by the owners
D. poor time management

(1 mark) 2. The police do not act on most stock scams and swindles because

A. they do not have the financial resources to pursue all complaints
B. most swindlers are long gone with the money before the scam is uncovered
C. society does not place a high priority on "white-collar" crime
D. the investigations are usually not successful

(1 mark) 3. The new business ethic is a result of the influence of

A. the churches
B. the law
C. the market economy
D. society as a whole

(4 marks) 4. Give four examples of unethical practices mentioned in the article.

_____

_____

_____

_____

Name of Student _____	Student I.D. # _____
Name of School _____	Date _____

Use the following information to answer questions 5 and 6.

Beauty get the McBoot[1]

The Canadian Press
North Bay, Ont.

A McDonald's worker who rejected several warnings to tone down her makeup has been fired.

"I'm very upset by the fact that I got terminated because of my appearance, when it had nothing to do with my job performance," said aspiring model Chantale Pelletier.

The firing came three days after Pelletier was suspended for a second time.

Franchise operator Don Miller worried her makeup might contaminate food.

The 19-year-old college student wears foundation, loose powder, eye-liner, mascara, blush, lip-liner and lipstick.

(1 mark) 5. The reason for the firing was

A. her appearance was unsightly
B. her job performance was poor
C. her makeup was unsanitary

(2 marks) 6. In your opinion, was this firing reasonable? Support your answer with your knowledge of a company's code of ethics.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Name of Student _____ Student I.D. # _____

Name of School _____ Date _____

[1] Reprinted by permission of *The Canadian Press*.

Value

PART B: ECONOMIC ENVIRONMENT

9 **Use the following information to answer questions 7 and 8.**

Ozawa Pavilion to open in Spring 1995[1]

Recently, Hon. Tatsuo Ozawa, Member of the House of Representatives, Government of Japan, inaugurated the construction of the Ozawa Pavilion at the Kurimoto Japanese Garden located at the Devonion Botanic Garden just out of Edmonton.

The Japanese-style pavilion will provide a centre for cultural exchanges between Japan and Canada as well as promote friendship and understanding between the two countries. It will also serve as a year-round site for cultural events, formal ceremonies, and meetings.

A key supporter of Alberta, Edmonton, and the University of Alberta (U. of A.), Mr. Ozawa has worked tirelessly to build mutually beneficial partnerships between Japan and Canada. Currently, he is President of the Canada–Japan Interparliamentary Committee, which promotes mutual understanding among Canadian and Japanese members of parliament. Mr. Ozawa has been instrumental in persuading Japanese businesses that long-term success abroad must involve intercultural understanding.

As Honorary Patron of the Kurimoto Japanese Garden, Mr. Ozawa worked with the U. of A. to secure major gift commitments of more than $560 000 from Japanese firms to help fund the construction of the Ozawa Pavilion.

(1 mark) 7. The article states that the pavilion is named for

A. a famous Japanese botanist
B. a Japanese plant species
C. a Japanese politician
D. a Japanese philanthropist

(2 marks) 8. Based on your reading of the article and the section on Economic Environments, give two reasons that this pavilion was constructed.

_____

_____

_____

_____

_____

Name of Student _____ Student I.D. # _____

Name of School _____ Date _____

[1] *Edmonton Report* for the article, "Ozawa Pavilion to open in Spring 1995." Reprinted by permission of the *Edmonton Report*.

(6 marks) 9. Match the definitions in the column to the right with the proper term from the left column.

a. economics	_____	the study of how society organizes it production, distribution, and consumption of goods and services
b. capitalism		
c. socialism	_____	the point at which both the producer and the consumer are satisfied with the product price
d. law of supply		
e. inflation	_____	a continual increase in prices resulting from the economy being spent beyond its existing level of output. Prices rise, and there is a feeling of trying to catch up.
f. equilibrium point		
g. monetary policy	_____	The quantity of an economic product being sold varies directly with its price.
h. national income		
i. trend analysis	_____	the manipulation of the money supply and interest rates in an attempt to produce the desired results on national income, production, and employment
	_____	the total of all incomes earned in the production of goods and services during the year

Value

5

PART C: FINANCIAL RESOURCES

Use the following information to answer questions 10 to 12.

Read the following article entitled, "Behind the Bank", and answer the following questions.

Behind the Bank[1]

The Bank of Canada is no ordinary bank.

Although it has nine branches from Vancouver to St. John's, it doesn't provide automated banking machines, nor can individuals and businesses make deposits, withdrawals or negotiate loans.

Instead, as the country's national—or central—bank, it does its business with federal and provincial governments and the commercial banks, as well as the central banks and financial institutions of other nations.

Its role in the economy is complex. Here's a brief look at what it does and where it came from:

- History: Formed 60 years ago this month to inject stability into the Canadian economy by printing and distributing one currency. Until the 1930s, Canada used a variety of currencies issued by individual banks and corporations but not always

Name of Student _____	Student I.D. # _____
Name of School _____	Date _____

[1] Reprinted by permission of Southam News.

honored everywhere in the country.

- Functions: The bank has five broad responsibilities: It issues money, acts as the federal government's banker and debt manager, provides advice to Ottawa on domestic and international fiscal issues, acts as the banker for Canada's commercial banks and, most importantly, sets and implements monetary policy.

- Number of employees: 2000, about 1600 of them in Ottawa.

- What do they do? About 200 provide the research and analyses that determine bank policies. Another 100 provide security and many hundreds more are involved in accounting and computing services and maintenance of bank facilities.

- Making money: More than one-quarter of the bank's employees have something to do with bank notes. Athough the bills themselves are printed by the private sector, the Bank of Canada designs, inspects, packages, distributes and eventually destroys them (they're shredded). At any given time, about 1.1 billion separate bank notes—the majority of them small bills—worth about $28 billion are in circulation. Except for helping with their design, the Bank of Canada has nothing to do with coins.

- Who runs the bank? In theory, the bank is managed by a board of directors, but in reality it is largely run by the chairman of the board—the governor of the bank, who is appointed by the government, usually for a seven-year term. The current governor, Gordon Thiessen, took the job in February 1994. He makes $224 000 a year.

(1 mark) 10. The following is **not** a function of the Bank of Canada:

A. destroys old money
B. negotiates loans with large corporations
C. negotiates with financial institutions of other nations
D. establishes Canada's monetary policies

(1 mark) 11. Prior to the existence of the Bank of Canada, money was distributed by

A. the Government of Canada
B. small banks and companies
C. the Royal Bank of Canada
D. the Hudson's Bay Company

Name of Student _____	Student I.D. # _____
Name of School _____	Date _____

(3 marks) 12. Based on your knowledge of supply and demand, what would occur in the Canadian economy if the Bank of Canada decided to increase the number of dollars available in Canada?

_____

_____

_____

_____

_____

_____

_____

_____

Value

PART D: GOVERNMENT LEGISLATION

6

(1 mark) 13. The primary purpose of a business license is to

A. generate income for the municipality
B. provide protection for the public against unfair trade practices
C. act as a screening process to limit new businesses
D. keep a record of who is involved in business in a community

(5 marks) 14. Why does the government become involved in providing assistance to new and small businesses in a community?

_____

_____

_____

_____

_____

_____

_____

_____

Name of Student _____	Student I.D. # _____
Name of School _____	Date _____

Value

PART E: COMPREHENSIVE ESSAY

70

Select **one** of the following statements and write an essay outlining whether you agree or disagree with the statement. Begin your essay with the statement, support your argument with references from your studies of this module, and provide a conclusion.

If you have access to a word processor, complete the essay in a double-spaced, printed format. If you are handwriting the essay, single space the text. The essay should be a minimum of 200 words.

You will be graded as follows:

Grammar and structure	**20 marks**
Content	**50 marks**
TOTAL	**70 marks**

Statement 1: "It really doesn't matter to me how my employees dress. I think it is more important to determine if their work is of good quality. Besides, Human Rights legislation prevents me from commenting on their style of dress. I don't want to get hung up in court over a skirt that is too short."

Statement 2: "Privatization of the health care system makes sense. There is a lot of waste the way it is now. Many people go to the hospital emergency ward when they really do not need to go. I think if everyone paid their fair share for health care costs, then there would be far less waste. The same goes for education. Teachers should only be paid if their students are successful and pass. After all, if I take my car in for repairs, and the work is not done, I don't pay the mechanic."

Statement 3: "Insurance companies have built-in costs that cover the extras that people add to their insurance claims. After all, the insurance agents expect that you will add to your claim. That is why the premiums are so high to begin with. The companies take a chance. Some people pay premiums for house or car insurance for years and never make a claim. The next person will take out insurance, and their house will burn down the following day. That's the risk the company takes."

Statement 4: "I don't see why I need to have a license for my dog. After all, the dog is in my yard at all times. Besides, there is no requirement for a license for a cat. Isn't that discriminatory? The money that is collected by the city for dog licenses is used to pay someone to run around the city and catch dogs that don't have a license, bring them to the city pound, and call the owners to tell them to come get their dog. If let alone, my dog would come home on his own. What a ridiculous system!"

TEACHER QUESTIONNAIRE FOR INTRODUCTION TO FINANCIAL MANAGEMENT (FIN 101)

This is a course designed in a new distance learning format, so we are interested in your responses. Your constructive comments will be greatly appreciated, as future course revisions can then incorporate any necessary improvements.

Teacher's Name _____ Area of Expertise _____

School Name _____ Date _____

Design

1. The course follows a definite systematic design. Did you find it easy to follow?

   ❑ Yes ❑ No If no, explain.

   _____

   _____

2. Did your observations reveal that the students found the design easy to follow?

   ❑ Yes ❑ No If no, explain.

   _____

   _____

3. Did you find the Learning Facilitator's Manual helpful?

   ❑ Yes ❑ No If no, explain.

   _____

   _____

4. Part of the design involves stating the objectives in student terms. Do you feel this helped the students understand what they were going to learn?

   ❑ Yes ❑ No If no, explain.

   _____

   _____

5. The Learning Facilitator's Manual contains answers to the questions in the Assignment Booklet and a sample test. Did you find these helpful?

❑ Yes ❑ No If no, explain.

_____

_____

6. Did the Follow-up Activities prove to be helpful?

❑ Yes ❑ No If no, explain.

_____

_____

7. Were students motivated to try these Follow-up Activities?

❑ Yes ❑ No If no, give details.

_____

_____

8. Suggestions for computer and video activities are included in the course. Were your students able to use these activities?

❑ Yes ❑ No Comment on the lines below.

_____

_____

9. Were the assignments appropriate?

❑ Yes ❑ No If no, give details.

_____

_____

10. Did you fax assignments? ❑ Yes ❑ No

11. If you did fax, did you get satisfactory results from using this procedure?

❑ Yes ❑ No If no, give details.

_____

_____

Instruction

1. Did you find the instruction clear?

   ❑ Yes ❑ No If no, give details.

   _____

   _____

2. Did your observations reveal that the students found the instruction interesting?

   ❑ Yes ❑ No If no, give details.

   _____

   _____

3. Did you find the instruction adequate?

   ❑ Yes ❑ No If no, give details.

   _____

   _____

4. Was the reading level appropriate?

   ❑ Yes ❑ No If no, give details.

   _____

   _____

5. Was the work load adequate?

   ❑ Yes ❑ No If no, give details.

   _____

   _____

6. Was the content accurate and current?

   ❑ Yes ❑ No If no, give details.

   _____

   _____

7. Did the content flow consistently and logically?

❑ Yes ❑ No If no, give details.

_____

_____

8. If applicable, was the transition between print and other media smooth?

❑ Yes ❑ No If no, give details.

_____

_____

Additional Comments

_____

_____

_____

_____

_____

_____

_____

_____

Thanks for taking the time to complete this survey. Your feedback is important to us.

Fax Number: 674-6686

Instructional Design and Development
Alberta Distance Learning Centre
Box 4000
Barrhead, Alberta
T7N 1P4

Note: Please ensure that each of your students has completed and forwarded a copy of the Course Survey.

National Library of Canada
Bibliothèque nationale du Canada
3 3286 50920 0982

LRDC
Producer

Introduction to
Financial Management
Learning Facilitator's
Manual
FIN 101
1995